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CURRICULUM FOR JAPANESE METHODIST EPISCOPAL CHURCHES ON THE PACIFIC COAST

by

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B.F.A. University of Washington, 1932

Thesis

Submitted in the Department of
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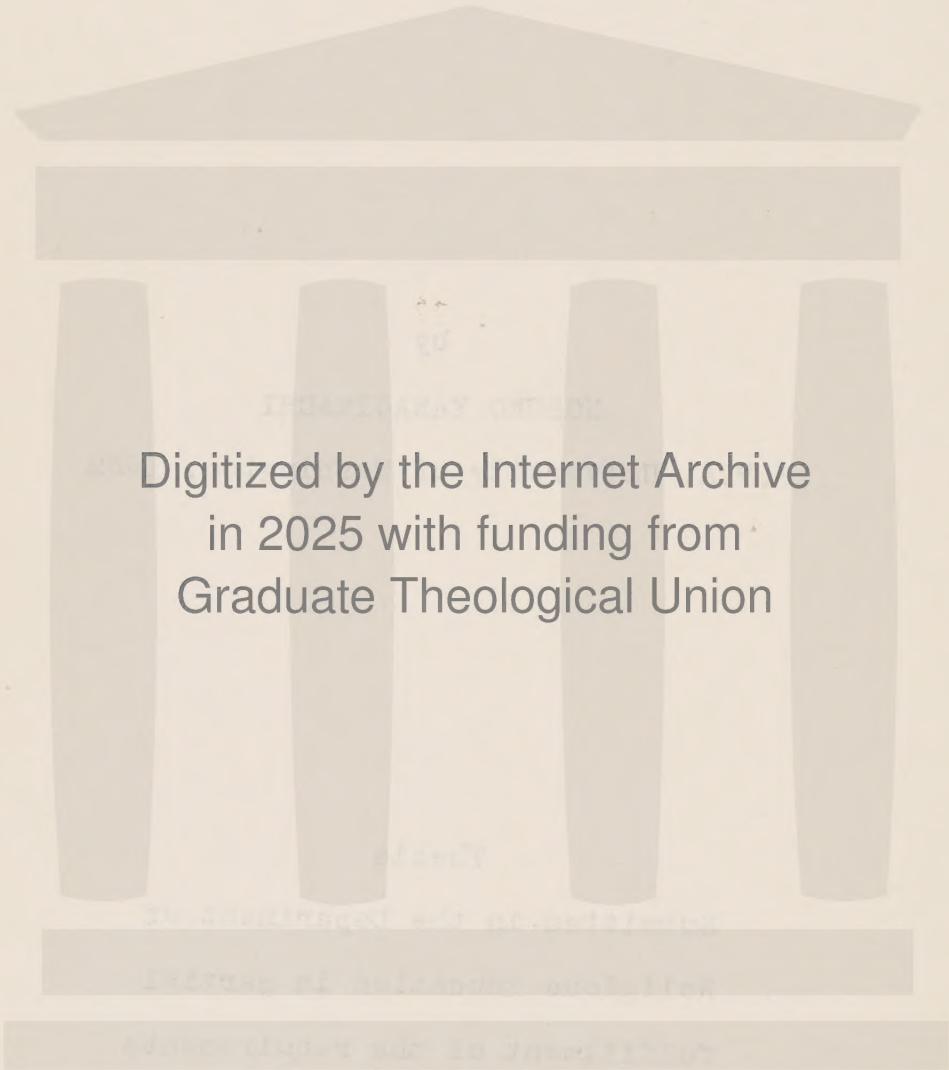

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INTRODUCTION

This curriculum study has been made with the purpose of analyzing the present needs of the Japanese Methodist Episcopal Churches, and with their situations in mind, suggesting a program of study and activity. It hopes to give suggestions to other leaders in selecting materials and to assist teachers in widening their scope of reading and general information.

Much of the wealth of available materials has heretofore been unknown, as Christian work has been comparatively recent among the Japanese. We are dealing with a most idealistic group of young people who take religion more seriously than the white youth.

Realizing that the Japanese-American is American in both manner and thought, this curriculum is submitted with the hope that the spiritual life of the young people on the Pacific Coast may be further enriched through contact with the great religious leaders of yesterday and today and with the supreme leader of all days, Jesus Christ.

PART I - SURVEY

CHAPTER I

General Survey

The Japanese Methodist Episcopal Churches of the Pacific Coast are unified under the Pacific Japanese Mission Conference. According to the report in the official journal of the Thirty-fourth annual session held in Berkeley, California in June 8-11, 1933, there are thirty-one church schools in the Conference and thirty Churches.

The officers of the Mission conference are: James C. Baker, D.D., president; Frank Herron Smith, D.D., superintendent; J.C. Kone, secretary; Yuki Kuwahara, minute secretary; J.T. Fukada, statistical secretary; T. Goto and J.S. Fujimura, assistant statisticians; I. Haratani, treasurer; and Y. Oshita, assistant treasurer.

A bi-monthly publication, The Japanese-American Christian Advocate, is edited by C. Haruyama, published by F.H. Smith, English editor, Yuki Kuwahara and treasurer, K. Yoshioka.

The appointments for the year are read at the closing session of the yearly conference held in June. Besides the ministers, several girls are appointed as workers with young people, especially, where there is a large church school or Epworth League.

The following tables are taken from the statistical report as published in the official journal of the Pacific Japanese Mission for the year June 1932-1933.

	NAME OF CHURCH OR CHARGES	No. of Churches	ENROLLMENT: Classes under 18 yrs.	ENROLLMENT: Classes using Closely Graded Lessons	ENROLLMENT: Officers and Teachers	ENROLLMENT: Pupils of all Grades	ENROLLMENT: Nursery Roll	ENROLLMENT: Home Department	ENROLLMENT: Total Enrollment	CHURCH MEMBERSHIP: Average Attendance	CHURCH MEMBERSHIP: Church Members or Preparatory Mems.	CHURCH MEMBERSHIP: Accessions to Church from Church School	FINANCES: Rally Day Offering	FINANCES: Paid to World Service not including Rally Day Offering	FINANCES: Expenses for Lessons Materials supplies, &c.
1	Arizona Circuit.....	2	5	3	5	71	15	.	91	67	12	5	.	.	$ 35
2	Bakersfield	1	7	7	11	78	5	.	89	51	34	7	$10	.	85
3	Berkeley United	1	10	10	12	110	8	.	122	95	35	6	.	.	140
4	Denver	4	12	8	16	172	12	.	200	142	42	25	3	.	32
5	Florin	3	16	10	21	210	30	.	261	190	50	32	1	.	75
6	Fresno	3	12	9	16	180	2	.	198	130	22	12	3	.	79
7	Hood River	1	5	2	7	78	4	.	89	61	35	13	1	.	42
8	Emperial Valley	1	11	11	18	185	25	15	243	154	55	12	4	$8	280
9	Livingston	1	10	8	13	114	18	.	155	86	32	5	2	.	90
10	Loomis	1	11	11	18	124	13	.	155	110	28	8	.	.	80
11	Los Angeles	1	18	18	25	208	15	.	248	180	61	8	.	.	254
12	Marysville	2	7	5	9	102	.	.	111	86	6	.	.	.	45
13	Mountain View	1	10	6	12	89	.	.	101	74	21	.	.	.	112
14	Oakland	1	12	8	16	134	22	.	172	86	54	2	.	.	248
15	Oxnard	1	10	5	12	79	5	.	96	66	17	18	2	.	85
16	Palo Alto	1	5	5	7	60	.	.	60	50	20	4	.	.	135
17	Portland.....	1	8	10	12	102	17	.	131	89	12	.	.	.	215
18	Riverside Union	1	6	6	7	68	22	.	97	55	44	4	2	.	30
19	Sacramento	1	11	11	16	134	16	.	166	120	60	8	14	.	82
20	Salem	1	5	5	8	56	6	.	70	48	24	4	.	.	48
21	San Francisco	1	18	10	17	128	13	.	166	114	26	2	18	10	170
22	San Jose	1	6	4	10	51	12	.	73	45	22	.	3	.	45
23	Santa Maria Union ..	2	10	8	12	105	6	.	123	103	12	2	2	.	84
24	Seattle	1	30	18	35	380	17	25	457	270	20	27	.	.	350
25	So. Colo. Circuit ...	1	4	.	4	23	.	.	27	19	7	.	.	.	35
26	Spokane	2	12	10	14	124	17	.	155	108	24	17	8	.	80
27	Tacoma	3	16	16	20	163	19	.	228	160	115	9	.	.	85
28	Vacaville	2	9	9	11	70	.	.	81	50	17	.	.	.	50
29	Wapato	1	4	2	8	85	20	.	118	75	20	.	.	.	35
30	W.Los Angeles Comm..	1	5	2	9	85	20	.	114	70	12	2	3	.	110
31	San [illegible]	1	4	.	5	61	.	.	66	45	.	.	.	.	40
	TOTAL 1922	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	77	18	3289
	TOTAL 1921	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	110	124	140	4167

TABLE I

	NAMES OF CHURCHES OR CHARGES	CHURCH MEMBERSHIP								EPWORTH LEAGUE			CHURCH PROPERTY
		Children Baptized	Adults Baptized	Preparatory Members Received During Year	Preparatory members Now on Roll	Received from P.M. or on Profession of Faith	Received by Transfer	Full Mms. now on Roll incl. Nonres.-Inactive	Non-res. Inactive Mems.	Sr. and Young People	Inte. and Juniors	No. of Church Bldgs.	Estimated Value of Land and Bldgs.
1	Arizona Circuit.....	5	12	17	20	5	1	18	..	...	14	.	.....
2	Bakersfield.....	.	.	..	80	.	.	104	7	22	21	1	6000
3	Berkeley United.....	.	3	.	12	3	3	147	48	68	16	1	12500
4	Denver.....	6	7	10	56	11	3	208	42	60	20	1	4500
5	Florin.....	41	21	22	50	14	2	150	46	52	34	1	3800
6	Fresno	7	5	12	10	10	.	87	20	210	.	1	2500
7	Hood River	.	2	9	33	12	1	71	6	18	9	.	.....
8	Imperial Valley	8	6	12	69	6	1	180	12	57	40	1	33000
9	Livingston	1	.	1	29	.	.	79	.	30	.	2	8000
10	Loomis	2	.	30	95	.	4	102	.	36	18	1	4200
11	Los Angeles	8	6	6	10	6	2	357	150	100	80	1	55000
12	Marysville	.	.	.	.	.	.	.	.	24	.	.	.....
13	Mountain View	.	.	.	.	.	.	.	32	28	.	.	.....
14	Oakland	3	2	2	56	2	.	289	40	44	28	2	60000
15	Oxnard	4	4	20	38	20	.	35	.	17	21	1	2750
16	Palo Alto	8	7	4	20	9	.	41	5	18	10	.	....
17	Portland	.	3	5	28	3	.	110	30	18	20	1	15000
18	Riverside Union	4	.	4	64	3	.	62	20	35	.	2	1500
19	Sacramento	3	.	14	60	.	2	120	22	25	16	2	7500
20	Salem	.	16	12	24	16	.	54	.	34	.	.	.....
21	San Francisco.....	20	7	6	26	7	.	174	34	41	16	1	40000
22	San Jose	.	.	.	52	.	.	118	28	24	.	1	4000
23	Santa Maria Union ..	2	5	2	12	5	1	30	.	.	18	.	....
24	Seattle	27	10	10	11	10	2	283	27	55	84	2	22500
25	So. Colorado Circuit.	.	.	2	9	.	.	12	.	15	.	.	....
26	Spokane	5	12	12	30	12	.	30	.	20	25	.	....
27	Tacoma	6	9	9	125	9	4	168	25	90	.	1	26000
28	Vacaville	.	1	2	17	.	2	35	6	15	18	1	2.00
29	Wapato	5	4	3	15	3	1	69	12	18	15	.	....
30	W. Los Angeles Comm.	.	2	3	6	3	.	46	.	10	32	.	....
	TOTAL 1933	166	144	278	[illegible]	[illegible]	[illegible]	5068	[illegible]	11[illegible]	56[illegible]	[illegible]	$10750
	TOTAL 1934	207	158	178	84	371	48	2820	486	438	641	21	$14750

TABLE II

CHAPTER II

Organization of Churches

As it might have been guessed by the statistics in the previous chapter, the young people's unit is almost separate from the older people's. Young peoples' workers deal mostly with the church school and Epworth Leagues. There is a deplorable gap between the two generations. I note that similar situations exist throughout the country.

The ministers or pastors of the church have to preach in Japanese to the parents, and the youngsters will not attend the worship service. Far-seeing pastors are looking toward the future and working hard to hold an interest in the young people in their church services. Special effort is being made at present to have union services combining the older and younger people, in places, alternating the English and Japanese service. The young people if they will try, understand the services in simple Japanese far better than the parents can understand the English, but there is always the preference and if they can possibly get out of it, they would not attend any service in Japanese. Probably the philosophy and undoubtedly the interests are at such opposite poles that it is no wonder that their attention is most difficult to keep.

As yet there is little representation and hardly any voice in the church board meetings. Perhaps the leaders will give a report of the young peoples' activities but as far as sharing

the responsibilities, the older people will take care their unit and if the young people's group have advanced in their organization, they may have formed a church organization of their own with a board of control, committees, etc., entirely independently.

There is a lack of interest in the ministry as a vocation in all the young people. A great need is felt for preachers and trained workers in the churches. The young people have expressed and would like to have an English Church service but as yet, there are few preachers from the second generation or leaders who conduct services of worship in fluent English. The young people are often discouraged in their attempt to join American Churches, so after a certain age we find a rapid increase in withdrawals from the church school. A unity is lacking in their group, some common goal. This leads to a disinterest in the church. A detailed background of knowledge as to the activities of Jesus and Paul and various other Bible heroes might have been acquired by the pupils, but as far as application to their present life is concerned, there is no tie-up.

Heretofore, the spirit of church loyalty has been lax. Perhaps this feeling could be started while the children are young. Every effort should be made for young people to realize that the church is their responsibility, for them to build for active participation. The same desire of the older generation

to become better than they are and the yearning for good may be encouraged in the younger generation. There are many opportunities to better the conditions of the churches if the younger ones are given a chance with the guidance of the older, but in no case should the desires of the young people be unheeded or discouraged.

The church schools of the Japanese Mission Conference are in a position where great thought must be exercised in leadership in order to fulfill the mission of the churches in leading young people to follow in the light of the teaching of Jesus.

CHAPTER III

The Church in the Community

"It has to be seen in a certain way, under certain conditions. Some people never 'see' it at all. You must understand, this is no dead pile of stones and unmeaning timber. It is a living thing."

"When you enter it you hear a sound--a sound as of some mighty poem chanted. Listen long enough, and you will learn that it is made up of the beating of human hearts, of the nameless music of men's souls--that is, if you have ears. If you have eyes, you will presently see the church itself--a looming mustery of many shapes and shadows, leaping sheer from floor to dome. The work of no ordinary builder!"

"The pillars of it go up like the brawny trunks of heroes: the sweet human flesh of men and women is molded about its bulwarks, strong, impregnable: the faces of little children laugh out from every corner-stone: the terrible spans and arches of it are the joined hands of comrades; and up in the heights and spaces there are inscribed the numberless musings of all the dreamers of the world. It is yet building -- building and built upon. Sometimes the work goes forward in deep darkness: sometimes in blinding light: now beneath the burden of unutterable anguish: now to the tune of a great laughter and heroic shoutings like the cry of thunder. Sometimes in the silence of the night-time, one may hear the tiny hammerings of the comrades at work up in the dome--the comrades that have climbed ahead."*

The church is recognized as having a definite and important part in the lives of the young people of the community. Religion has also a place in life. Yet we find much neglect and disinterest in the majority of young people. Can it be the influence of the machine-made civilization in which we live?

In communities where there is only one Christian church

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* Charles Kennedy "Servant in the House".

the problem of denomination or competitive programs are rare. It is only in larger cities and towns where there is more than one Christian church often with comparatively small Japanese population that problems arise in the mind of the leaders as to how to obtain cooperation and work together toward common ideals. In the smaller community, mainly the rural districts, the church serves as the community meeting house. There the members worship together, play and have their social gatherings in that building. In many that I know of, Japanese language classes for the youngsters are held in the same building. The community is held together in a union in such localities. The only likely competitor is the Buddhists with their duplicate organizational set-up.

In cities the situation is more complex. There is denominational division as well as other faiths represented, as Catholics and Buddhists including faiths popular in Japan. It is interesting to note that where the Buddhist influence is strong, the Japanese language and atmosphere is prevalent. The process of assimilation or mixing with other peoples in the community is not far advanced and the social contacts in general are not numerous. The group is more conservative, trying to keep more of the Japanese customs. In a sense, this is detrimental to progress as it does not allow the children enough freedom to grow and develop their individual personality. In another sense it is developing a personality enhanced by

some of the cultural background of the Orient. To effect a happy medium should be one of our chief aims as it would do much to add to the culture that is developing in America. The young American of Japanese ancestry would do well to retain some knowledge and would be happiest in the situation in in which he is placed, to be able to speak the language of his fathers and not lose completely, the heritage that is his.

It is very difficult to say that all the Japanese children should go to American churches. It has been found through sad experience that such youngsters in later life are cut off from companionship, especially with his racial brothers and sisters. As yet, the Americans are not ready, especially in the Western states, to accept the Japanese on an equal basis. Hence it is necessary to have friends in both communities and relationships. This is best done through having Japanese churches where at least the parents can speak a common language.

What is going to be the place of the church in our community? Where there is denominational division we are finding through financial difficulties and the inadvisability of competition for the poor child's time, that a union church is the most desirable. The younger Japanese is not particularly sensitive to the denominational peculiarities. The differences are comparatively unimportant to them. To many it is a meeting place of the other members of the community; they gather for social purposes, to others, it will be a place of worship in

the true sense of the word.

It is going to be necessary that every community analyze its own needs and through efficient planning do the most for the individual in helping him grow in his spiritual life.

PART II - MEANING OF CURRICULUM

CHAPTER IV

Study of Parish Needs

"Square thyself for use. A stone that may
Fit in the wall is not left by the way."
-Persian Proverb.

It is generally believed in modern religious education that a complete study of parish needs ought to be worked out before planning any curriculum. However, we are thrust into leadership positions often with no ideas as to the community or its people except through verbal accounts which often prove unreliable. There is very little systematic or scientific recording of pupils, their special handicaps, or problems they might be facing. That they are problem children is not understood until far later in the year. The teachers hardly keep a record of individual students as to their I Q of character.

The training of the leaders and teachers is inadequate but because in the church school, these teachers volunteer their services, too much cannot be expected of them. It is one of the recognized handicaps of the entire realm of church schools.

We find in most communities that various agencies are competing for the time of the child. The child is faced with many club loyalties. He finds that it is difficult to keep up with them all and that some appeal to him because of the physical enjoyment he may receive, others because

his parents require him to attend, still others because the 'gang' belongs. How can we get these clubs to cooperate? It is often the case that if a boy is active in his church group, he is often active in his 'Y' or school club. These active persons are not our chirf concern and the inactive are the ones who need the most counselling and direction.

Here we might note that whereas the average American student would seek personal consultation with the counsellor, Japanese youngsters have been very shy about asking for any aid. Tradition taught them to obey their elders and do as they were told. Initiative on the part of the child in realms outside the parents experience was not encouraged and frowned upon. The problems often have to be found out be the leader. This initiative on the part of the Japanese student is gradually taking the upward turn. It would be a mark of separation from the older generation who did as they were told. It would encourage the individual to think more on his own. Progress will only be made when the younger generation can think for themselves and not depend on following in the footsteps of the fathers but on striving to get farther.

In planning and studying the parish needs these questions will be asked of the members of the community and of the church. From what kind of homes do our families come? What type of work do they do? What is their educational

background? What sort of recreation fills their leisure time? What schools do their children attend? What is the home attitude toward religion and the church?

The Parish Council of Religious Education operates in various communities. Whether it will be successful in our Japanese group will depend on a trial. It would be an illuminating study for us if we could get the ministers and religious educators to unite in a study of parish needs and cooperate on a program of religious education.

The parish program of religious education is concerned with the religious growth of children, young people and adults, through activities of worship, study, work, giving and fellowship. The planning of the program is determined by the needs and interests of the individuals in the community. It helps them to transform progressively their own lives and the lives of those about them in the direction of the Kingdom of God.

CHAPTER V

The Meaning of Curriculum

"If you are going to plant for one year, plant grain; if you are going to plant for ten years, plant trees; if you are going to plant for one hundred years, plant men." -An Old Chinese Proverb.

What do we mean by curriculum? The conception of curriculum is in constant change. Any program of education whether it be method, organization, measurement or supervision, is concerned with the nature of the learning process. Heretofore, the curriculum implied the study that went on in the classroom, ~~to~~ the "lesson series" or courses of study used. Now we include all the planned activities that take place in the Church school - worship, classroom study, handwork, play, drama, parties, etc. This is curriculum. Therefore, the present religious educator, in order to work with intelligence in an effective way, must have some clear and practical theory of the curriculum as well as develop a skill in organizing and administering this curriculum of religious education.

First of all, we recognize a change in the concepts of education prompted by the changing condition of modern life. Science plays an important part and has influenced our modern world to the extent that it makes experimentation a vital necessity in our educational process. Through this influence, education means more than a mere accumulation

of knowledge or of abstract ideas. Its emphasis is becoming less on any reproduction of the past and more in looking forward to the possibilities of the human life. It becomes more a sharing of viewpoints rather than an imposition of preconceived ideas. Assignments and formal tasks are decreasing in value and teachers are thinking more in terms of creative experience. "Knowledge, standards, schools, and teachers, are increasingly coming to be thought of as resources to be utilized by free and inquiring persons for the interpretation, the evaluation, and the reconstruction of their own experience in a real world which presents real issues concerning which real choices must be made. It is in this new educational climate that religious and character education find their traditional content-centered and habit-centered curricula to be inadequate for a free, self-realizing and creative educational experience."*

Bower also points out that this new curriculum rests on a body of ssumptions arising directly out of these changing conceptions of education. These determine the curriculum content, organization, and administration. The religious educator must understand clearly regarding the validity of these asumptions before working on any plan.

The first of these assumptions has to do with the

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*Bower, Studies in Religious Education, ch.VIII, Page 177.

objectives of religious education. What are the ends to be achieved? (a) "Assisting growing persons to achieve through a creative experience a religious personality, functioning in and through social groups"[1]. (b) "Acquaintance with so much of the religious experience of the race as will enable the learner to understand the religious values in his own experience and in his contemporaneous culture and to develop techniques for expressing these values and for making them effective in the spiritual redirection of his own life".[2] (c) "Development of an aware, an intelligent, and an effective church as a specialized institution for providing a stimulating spiritual environment for the nurture of the religious life and for the corporate interpretation and promotion of religious ideals".[3]

The second assumption has to do with the nature of personality, to be thought of as a process - a becoming. Persons realize themselves through the experiences which they have. "When awareness, intelligence, thinking, and purpose enter into the process and operate in a creative experience, personality as a mere result may

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1 Bower, Studies in Religious Education, ch.VIII, page 178
2& 3 " " " " " 179

be transformed into an achievement."[1]

The third assumption is with the nature of experience. In order to achieve religious personality, it will be necessary to assist the growing person to understand his experiences, to analyze them, to criticize and evaluate and to find in them the factors of control.

The last assumption deals with the nature of religion, as the religious educator attempts to find the religious significance of experience. Religion does not enter experience as a unique or isolated part of life but as a quality of life that is seen in the entire range of personal and social experience.

Religious education then starts with persons as they are in this world. "The curriculum of religious education becomes the experience of the learner as that experience undergoes interpretation, enrichment, and control in terms of religious ideals, and purposes."[2]

The curriculum then, is the experience of the learner. The learner should have the resources of the teacher's more extended knowledge and experience to supplement his own imperfect knowledge; but such assistance should supplement and not displace. The learner experiences a realization of himself and though the curriculum starts with the

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1 Bower, Studies in Religious Education, ch. VIII page 179
2 " " " " " " 182

learner with his interests, needs and problems, it will also include at some time or another, all the situations that he will face in all the areas of his experience - in the family, at school, at the playground, in industrial and vocational life, social contacts, civil life, his intellectual pursuits and aesthetic appreciations.

The published curriculum will have four elements. First, a list of situations, interests and needs characteristic of the experience of persons and groups. Secondly, a study of "cases". Thirdly, a body of source material for use of the learners under the guidance of the teacher and groups. Fourthly, various suggested techniques for teacher and group with an abundance of illustrative material.

CHAPTER VI

Training of Leaders

"Come, follow me!"

Inspired by the challenge of Jesus, many desire to follow and in some way show their love for their brothers. In this manner we have our church school teachers who willingly give of their time. However, they remain for the most part untrained. There is no definite training course given under church federations or cooperative groups in the community. The various churches have their own leadership training curricula under the direction of the pastor or young people's worker. The major attempt at leadership training has been through the Young People's Christian Conference.

There are at present four conferences; Northwest, including Oregon and Washington; meets in Seattle; Northern California, meeting in Berkeley; Southern California, meeting in Los Angeles; Colorado, meeting in Denver. The ministers in that locality or the one chosen as young people's advisor sits with the cabinet in assisting with the plans for the conferences.

The general conferences meet some time in the Fall. At this time the topic for the year following is decided upon so that it may be taken up at the spring conferences held in the various localities. The local leaders group

made up of representatives from the various churches of the locality, meet to elect their executive and standing commities. Previous to the date set for the conference, many meetings are held by the cabinet to determine the proceedure, program, speakers, representatives,etc., It is a gigantic undertaking and much credit is due to the leaders who have made the movement so successful and shown what the younger generation are capable of doing.

Two conferences are held with the idea that at the spring conference the topic of study is taken up in talks and discussions and when the whole general conference meets in the fall, the individuals are better prepared to share their experiences in intelligent thought. High school and college groups, numbering anywhere from one hundred fifty to six hundred, convene for a few days for spiritual inspiration.

The only danger in this undertaking is in that the leaders can be so worried about speakers and having an unsurpassable program of activities that the activities will have a more important place than the individuals for whom the conference is intended. However, the value is seen and realized in the social contact of the representatives, the exchange of ideas, and I believe many do go home to their groups really having been inspired by the talks and the thoughts brought to mind. Here the young people have

met and gathered for a few days, they with the same ideals and it gives them power and a renewed strength to go back and try to live up to these standards. There is no denominational preference or partiality. Here is one worthy example of harmony in interdenominational cooperation.

Teachers are leaders. A teacher implies an expert in his field, and as our church school teachers are still learning through experiences, they are the leaders of their pupils. Enriched by the leader's experience, the students will learn their various lessons in the daily adventure which is life.

The teacher needs training. Individual schools would find it difficult to conduct a teacher training course to fit the needs of the whole church school. Very few Japanese teachers are taking advantage of the Teachers Training Institute held under the sponsorship of the American Federation of Churches. It would be my suggestion to unite and where we have several Japanese churches, have combined teachers meetings and a training curriculum worked out so as to be to the best advantage to all concerned. Where a director or counsellor will take time teaching her three primary teachers, the experiences of the other teachers will make a worthwhile contribution. The number of those qualified to teach the teachers are limited, therefore, it is better, in my mind, if the teachers

inspired with the welfare of their pupils would meet together and learn of the 'expert'. If we could have the patience and persistence of the athlete as he trains for a contest and in the same spirit work for the Kingdom of God, how much richer we would be!

Teachers or leaders who have signified their desire to work in our church school deserve an act of recognition. An installation service conducted by the superintendent or some one in charge of the church school,helps to increase a sense of responsibility and is an act of re-dedication on the part of the teacher. At various times an installation service is published in the teacher's journals, but the following is taken from Mildred Hewitt's book "Church School Comes to Life".

DEDICATION SERVICE*

Opening Hymn-- "Lord Speak to me that I may speak".

During the singing of this hymn the Church School teachers come forward and stand before the Chancel. Then the Rector shall say:

It is of primary importance that every Christian disciple should share his understanding and experience of God and Life; that is, to be a religious teacher.

When our Lord sent out his chosen messengers, you will remember that He said: "Go ye therefore and teach

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* page 106-108

all nations"; and St. Paul reminded his friends, "God hath set some in the Church first apostles, secondarily prophets, thirdly teachers".

Down the centuries the Kingdom has spread largely through the teaching of the will of God in homes and schools. In this, as in other lands, the development of universal education originated from the Church's schools. We here gratefully recall not only the early parish school and its expansion into academy and university, but particularly the founding of the first so-called Sunday school. Today its task is more vital and challenging than ever.

To you has come the call to win and guide to noblest loyalties the little and the big, exposed to almost irresistible temptation. And you are bidden first to realize that nothing is so important in your work, as yourself. What you are is far more critical than all you may say of do. This Service is your dedication to your task, and the pledge of this congregation to give you such complete cooperation as will make your labor a joy to yourselves and a blessing to those in your care.

Rector: Will you then endeavor to help those assigned to your charge so to experience the love of God as to find it the impelling power in their character building?

Teachers: I will by God's help.

Rector: Will you adventure with them in the life of prayer and responsive service, leading them to make right choices?

Teachers: I will by God's help.

Rector: Will you strive to lead them to the fulfillment of the purpose of all this, in setting forward the Kingdom of our Lord in home and the Church and the wide world?

Teachers: I will by God's help.

Rector: Let us then come boldly to the throne of Grace that we may obtain help according to our need. Let us pray. (The two prayers following to be said in unison by the rector and teachers.)

O God, who has sent Thy beloved Son to be unto us the Way, the Truth, and the Life; Grant that we, looking unto Him may set forward the teaching power of Thy Church, To the nurture of Thy children, The increase of Thy Kingdom, and The glory of Thy Son, Jesus Christ, our Lord. Amen.

Almighty God, our heavenly Father, who art the only source of Light and Life; Send down upon the Church School of this Parish the gifts of The good Spirit, that Thy truth may be sincerely sought, faithfully received, and obediently followed. Endue its teachers with understanding, zeal, and patience. Inspire its children with honesty and eagerness to discover and use the glorious secret of

the Christ life, That they may, day by day, grow in grace and in the knowledge of our Lord and Saviour, Jesus Christ. Amen.

PART III - SUGGESTED CURRICULUM

CHAPTER VII

Curriculum for the Church School

Church schools are organized in a community which may represent a few families that are in a chosen locality. Situated far from the nearest church, a Sunday school class is often begun in the school building. Perhaps the public school teacher or the Japanese language teacher had a hand in realizing the need of a church school in that community. The number grows and soon experience in leadership is required to lead the group to further fruitfulness. The needs as pointed out in the previous chapters are varied with communities. We have found through experience, that all our "lessons" have not been of sufficient interest to us to be retained in our memory. Too often they were Biblical 'mis' facts which we have had to unlearn.

The curriculum suggested in this chapter ought not to be taken as unchangeable, any curriculum should be taken in the light of one's needs and what would be one group's needs would not coincide with the other's. This curriculum is made with the special needs of the San Francisco and Seattle churches in mind.

There is a fundamental set-up or principles of operation before programs or the means of operation can be suggested. These objectives are taken as stated in the list formulated by the International Council of

Religious Education.

General Organizational Objectives.
(Influence the form and structure of the agency as formulated by thirteencommunity organizations in religious education in eleven communities.)

1. To make for the increasing effectiveness of inter-denominational cooperation.
2. To reach every Protestant child with the total program of religious education.
3. To increase the quantity and quality of Sunday school work.
4. To provide additional opportunities for religious education through the development of vacation and week-day church schools.
5. To train a leadership for religious education.
6. To foster the program agreed upon by the several cooperating denominations.
7. To inform and educate the public mind and church constituency concerning the importance and meaning of religious education and to develop public opinion favorable thereunto.
8. --------
9. To furnish guidance to local churches in the use of curricula provided by the denominations.
10. To provide facilities for practice in community religious education leadership.

There are four major objectives; an effective inter-denominational cooperation; the promotion of Sunday, week-day, vacation, and leadership training schools; the development of public opinion favoring religious education, and the provision of an organization throug which the wishes of the people of the community find expression in certain common religious educational activities efficiently administered.

Program Objectives. (Descriptive of the educational activities resulting from the functioning of the organization.)

1. To conduct conventions, institutes, and conferences.

2. To promote vacation and week-day church school.
3. To conduct the annual Sunday school parade.
4. To emphasize "personal visitation" evangelism.
5. To function as a local unit of the State Council of Religious Education.
6. To develop Church comity.
7. To develop a consciousness of God through worship.
8. To develop standards of religious leadership.
9. To encourage young peoples' work on denominational and interdenominational lines.
10. To interpret the objectives of religious education as stated by the International Council of Religious Education.

Working guide to program of religious education in the local church as developed by a committee of the council of religious education.

General Objectives

1. Development of a vital relationship with God.
2. Knowledge of and interest in the Bible.
3. Appreciation of Jesus as a historical character and as an increasingly dynamic power.
4. Appreciation of the social significance of the church in the light of its historical development and its present status with a recognition of the individual's responsibility to the church.
5. Training in and appreciation of group and personal worship.
6. Training in stewardship and service.
7. Development of social relationships and attitudes:
   a. Citizenship and respect for law.
   b. Mental and social hygiene.
   c. Missionary interest.
   d. World peace.
8. Development of an understanding of world religions.
9. Personal commitment to Christ, implying an integral personality.

Departmental Objectives

I. Kindergarten.
   a. Development of a sense of God's love as revealed in nature and in selected Bible characters.
   b. Knowledge of incidents from the life and teachings of Jesus.
   c. Fostering of social attitudes through stories and

supervized play.
d. Training in giving.
e. Creation of a joyous sense of worship.

2. Primary
   a. Development of a sense of God as revealed in nature and in selected Bible characters.
   b. Memorization of selected Bible passages and hymns.
   c. Fostering of social attitudes through group activities.
   d. Training in stewardship through giving to personalized causes.
   e. Growth of joyous participation in worship.

3. Junior
   a. Elementary knowledge of the Bible through an understanding of its development and a mastery of its mechanics.
   b. A study of Old Testament characters selected from the point of view of character values.
   c. Memorization of selected Bible passages and hymns for use in worship.
   d. Training in giving to personalized causes.
   e. Reverent appreciation of worship.
   f. A study of world missions with emphasis upon significant characters.

4. Intermediate
   a. Personal commitment to Christ and the church.
   b. A study of the life of Jesus as a historical character, and as a dynamic power in life.
   c. A study of the historical development of the church.
   d. Mastery of selected Bible passages and hymns for use.
   e. Development of a definite sense of life stewardship.

5. Senior
   a. Discussion of social relationships and attitudes in life situations.
   b. A study of world religions and the cultivation of world mindedness.
   c. A study of the social significance and present status of the church.
   d. Mastery of selected Biblical passeges and hymns for use in worship.
   e. Development of a definite sense of life stewardship.

Measuring Growth

Tests and examination forms have never been used in any church schools in my experience. Informal oral examinations have been used by teachers at the completion of a course of study. Either the teachers have not had the available material or were not sufficiently interested in the progress of knowledge in the pupil. Perhaps it is a good thing that they did not for the amount we learned would prove disappointing to the teacher. It is always surprising and a shock to know how much the average pupil learns in the church school.

Often in starting with a group of students it may be well for the teacher to start with a questionaire evaluating the needs and with those needs of the pupil in mind, determine the course of study for the year. One good test used successfully in one of the classes in our church school last fall was the "Guide to Program Resources" published by the Methodist Book Concern for finding the interest of the group. Such tests give to the teacher an idea as to the extent and character of their pupil's knowledge, ideas and attitudes. Tests are used (a) to measure growth (b) to analyze the situation of the class and determine the direction in which to operate (c) to find out where the interests of the class lies and to arouse interest in the study unit.

Tests are used as sign posts for directors and teachers. They indicate as well as reveal the direction in which they have been operating and show up any faults in the curriculum. There are various new forms of tests. Examples:*

Multiple Choice.

Put a check in front of the one phrase you think is truest.

What is the Church?

_____a. An organization to spread Christianity.

_____b. The society of which Jesus Christ is the Head and all baptized people are the members.

_____c. A building where one worships God.

_____d. All people who are trying to do God's work.

Checking the best answers (one or more).

Put a check in front of those things which we ought to think of when we see the Cross.

_____1. That Christianity is a great adventure for a strong people who are not afraid of public opinion.

_____7. That wearing a Cross keeps us from harm.

_____10. That Jesus showed us that love is

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* Hewitt, Church School Comes to Life, page 285

the strongest thing in the world.

_____18. Of those words of Jesus: "Father forgive them, for they know not what they do".

Matching questions.

In the following test the pupil is given the titles of six services in the Book of Common Prayer and is asked to match them with quotations taken from these services.

3. (.....) "O be joyful in the Lord, all ye lands, serve the Lord with gladness, and come before his presence with a song."

6. (.....) "O God the Father, Creator of heaven and earth; Have mercy upon us."

9. (.....) "We praise thee, O God; we acknowledge thee to be the Lord."

Completion.

Fill in the right word, one to each blank space.

7. Thou shalt not take the ..... of the Lord thy God ..... .

14. The Lord is my .....; therefore can I lack ..... . He shall feed me in a ....., and lead me forth beside the ..... of ..... .

18. Our Father, who .....in ....., Hallowed be ..... Thy ....., Thy ....., On earth as it is in ..... .

True and False.

Draw a line under the word which characterizes the statement.

1. Peter was known as the beloved disciple. True False

Ranking.

Which of the following would you most like to be if you could have your life turn out any way you now choose? Write at the end of this line the number that tells which you would choose for yourself .....(_____ ____).

1. One who is famous, like a movie star.

5. One who has a happy home with children.

10. One who is always growing and learning better and more satisfactory ways of living.

Now which of the above ten types of persons would you like least to be? Write at the end of this line a number which tells the one which would be your last and poorest choice. (_____).

Use of awards. The modern educator's viewpoint on the use of the awards as means of increasing attendance or holding the pupils interest is negative. The child must learn to come to church school because he feels a responsibility toward group work and because he is so interested that he will regret having to miss one session. To come to church school regularly in order to win some prize is contrary to the educational ideal. In our church schools

we want to provide experience through which it may be possible to help the child behave best. By awarding prizes we focus attention on individual excellence and not so much on group welfare. We want to teach the pupil how to cooperate, to learn how to live harmoniously and not encourage the ego too much.

AVAILABLE STANDARDIZED TESTS taken from Hewitt's Church School Comes to Life, page 303 - 310.

Around the World - A Test of Children's Knowledge and Attitudes Concerning International Affairs. By Adelaide T. Case and Paul M. Limber, Association Press, 346 Madison Avenue, New York, N.Y.

Purpose: To determine the limitations in children's knowledge and attitudes in the realm of international affairs.

Age Level: Grades VI to X.
Ages 11 to 15.

Price: Sample set, one test and one manual, 20¢.
Regular set, twenty tests and one manual, $1.50.

Character and Personality Tests: Published by the Association Press, 347 Madison Avenue, New York, N.Y.

ADVANCED BIBLE KNOWLEDGE TEST, Form A.

Purpose: To measure thorough knowledge of some facts, relationships and background pertaining to both Old and New Testament history.

Age Level: Adults, Church-school teachers, college students and religious workers.

Time: Forty-five minutes.

Price: Regular set, $2.50; sample set, 35¢.

LAYCOCK TEST OF BIBLICAL INFORMATION, Form A.

Purpose: This is a test of Biblical information only.

Age Level: Eleven years of age and over.

Time: Divided according to section: Total fifteen minutes.

Price: Regular set, $1.15; sample set, 30¢.

TEST OF RELIGICUS THINKING (advanced), Form A

Purpose: To discover opinions, judgments and attitudes regarding God, Jesus, prayer, the Kingdom of God, the Church, Sunday observance, religious education, immortality, religions other than Christianity, and life purposes.

Age Level: Suitable for adults, and may be used with intelligent high school students.

Time: Forty-five minutes.

Price: Regular set, $2.75; sample set, 50¢.

TEST OF RELIGICUS THINKING (Elementary), Form E.

Purpose: To discover opinions and judgments concerning God, Jesus, prayer, the Church and Kingdom, other religions and life purposes.

Age Level: Ten to fourteen years of age.

Time: Ordinarily thirty minutes.

Price: Regular set, $1.25; sample set, 30¢.

TEST OF OPINIONS ON INTERNATIONAL QUESTIONS, Form A.

Description: One hundred statements covering moot points in international relationships,

attitudes toward war, imperialism, true patriotism, international dangers, public opinion, and immigration. Norms are available for each question, as well as for the total test.

Age Level: Adults.

Time: About one hour.

Price: Regular set, $2.60; sample set, 65¢.

OPINION ON RACE RELATIONS, Form A.

Purpose: To discover the opinions concerning race relations, especially the extent to which prejudices, liberal or conservative, are present.

Age Level: Suitable for adults and may be used with students in Junior- high school or higher grades.

Time: Ordinarily twenty minutes.

Price: Regular set, $2.25; Sample set, 35¢.

GATES- STRANG TEST OF HEALTH KNOWLEDGE, Form A.

Purpose: To discover knowledge and ideas concerning health problems and practices.

Age Level: Suitable for subjects from about fourth grade through junior high school, ages ten to fifteen.

Time: Forty-five minutes.

Price: Regular set, $3.50; sample set, 55¢.

PERSONAL ATTITUDES TEST FOR BOYS, Form A.

Purpose: (1) To discover those boys who have behavior and emotional problems.
(2) To throw light on other traits than those directly measured by this test, such as honesty in school, popularity, willingness to cooperate, etc.
(3) To evaluate programs of religious and character education.

Age Level: Suitable for boys between the ages of nine and eighteen, although reliabilities have only been ascertained for the age group twelve to fourteen.

Time: Twenty-five minutes.

Price: Regular set, $1.50; sample set, 50¢.

INTEREST ANALYSIS TEST.

Purpose: This is not a test but a questionnaire. It is intended to aid leaders in discovering the major appreciations and problems in groups of adolescent boys or girls.

Age Level: May be answered by advanced twelve-year olds, and are probably useful up to twenty-five or thirty years of age.

Time: About one hour.

Price: Regular set, $2.25; sample set, 65¢.

STUDY OF OPINIONS, FEELINGS AND ATTITUDES CONCERNING SOME INTERNATIONAL PROBLEMS.

Purpose: To discover the "voting" opinions of young people and adults regarding international relations, war, patriotism, immigration, and similar questions.

Age Level: Suitable for adults, college students, and for groups of high-school young people.

Time: Ordinarily fifty minutes.

Price: $4.00 per package of 20 tests; single copy, 25¢.

C.E.I. TESTS:

Developed in connection with the Character Education Inquiry. Published by the Association Press, 347 Madison Avenue, New York, N.Y.

These tests may be used in Grades V to VIII.

Moral Knowledge Tests: (Manuals No.2,3,4, and 5).

The items in these tests are drawn from social relations of children. The four tests, three of them in two forms, can be administered either all together or separately, according to the need and opportunity of the user.

2. GOOD CITIZENSHIP TEST.

Time: Thirty-five to forty minutes.

Price: Regular set, $1.50; sample set, 20¢.

3. INFORMATION TEST (In two forms, 1 and 2).

Time: Forty to fifty minutes.

Price: (For each form) Regular set, $1.50; sample set, 30¢.

4. OPINION BALLOT A (In two forms, 1 and 2).

Time: Forty to fifty minutes.

Price: (For each form) Regular set, $2.25; sample set, 30¢.

5. OPINION BALLOT B (In two forms, 1 and 2).

Time: Forty to fifty minutes.

Price: (For each form) Regular set, $2.25; sample set, 30¢.

THE CONDUCT TESTS: (Manuals 6-19).

The modes of conduct tested are classified in three groups for convenience of reference, viz., honesty, service, and self-control.

Of these the following are most suitable for the average Church school;

6. ATTITUDES SA (In two forms, 1 and 2). (Testing honesty.)

Time: Not given. This is a very brief test.

Price: (For each form) Regular set, $1.25; sample set, 20¢.

9. COORDINATION TESTS (Testing honesty).

Time: Forty minutes.

Price: Regular set, $2.25; sample set, 30¢.

Reputation and Background (Manuals 21-24).

These are not tests for measuring growth; they are useful guides to obtaining information about pupils' background and reputation.

20. THE BURDICK APPERCEPTION TESTS (Scales A and B).

Purpose: To measure the child's assimilation of his cultural background, particularly as this is represented in his home (Scale B may be done at home).

Time: Forty minutes to fifty.

Price: Regular set, $2.25; sample set, 35¢.

21. GUESS-WHO TEST.

Purpose: To measure a child's reputation among his fellows. It consists of sentence-portraits, and each pupil writes under each portrait the names of any of his classmates whom it seems to fit. The pupils do not sign their names to the test.

Time: Not given; probably about thirty minutes.

Price: Regular set, $1.25; sample set, 20¢.

22. CONDUCT RECORD TEST.

Purpose: To measure a pupil's reputation. The record sheets contain spaces for checking five types of conduct classified under twenty heads. Space is allowed for rating ten pupils five times or fifty pupils once.

Time: Not given.
Price: Sample set, 35¢.

23. THE CHECK LIST.

Purpose: To measure general reputation. The observer checks any words that are genuinely descriptive of the pupil.

Time: Not given.

Price: Regular set, $1.50; sample set, 20¢.

24. THE PORTRAIT MATCHING DEVICE.

Purpose: With this device the teacher checks his pupils against ten paragraph "portraits". Reputation for altruistic and cooperative tendencies may be indicated by this technique.

Price: Regular set, $1.25; sample set, 20¢.

Another instrument for obtaining information in regard to pupil's background is:

Sims Score Card for Socio-Economic Status: (Form C), by Verner M. Sims: Published by the Public School Publishing Company, Bloomingdale, Ill.

Purpose: To provide a simple, convenient, and objective device for ascertaining and recording the general cultural, social, and economic background furnished by the homes of school children.

Age Level: Nine to seventeen years.

Time: Twenty to twenty-five minutes.

Price: $1.00 per 100 copies; 1¼¢ a copy in smaller quantities. Manual of directions (order separately), 5¢ a copy. Sample set, 15¢.

Child Study Tests - The Ways of the Church: Prepared by the Child Study Commission of the Department of Religious Education of the National Council; published by the

National Council, 281 Fourth Avenue, New York, N.Y.

The general object of these tests is to help discover children's interest in, knowledge of, judgments concerning, and attitudes toward, the Church.

Age Level: The tests may be used in Grades IV to IX (approximate ages nine to fourteen years.)

Time: The tests are in five series, each series containing five test forms. The forms are perforated and it is recommended that they be used on separate occasions, allowing five to ten minutes for each. Each series can be given in one class period.

Price: Each Series (assembled in packages of 20 with Manual) $1.00; Sample set of series and its Manual, 15¢.

Series I. IN THE CHURCH BUILDING.

Test Form A. Reasons for Church Attendance.
Test Form B. Inside the Church.
Test Form C. Church Customs.
Test Form D. Church Ornaments.
Test Form E. The Cross.

Purpose: This series of tests deals largely with the external Church, the building, with which the pupils are more or less familiar. It is concerned with their knowledge of the parts of the building, names and uses of furnishings, meanings of symbolic ornaments, the meaning of the Cross, and the reasons for going to Church.

Series II. IN THE PRAYER BOOK

(More for use of the Episcopalean denomination)

Series III. MEANINGS AND INTERPRETATIONS.

Test Form K -1. Meaning of Religion.
Test Form K -2. Meaning of Religion.
Test Form L Church Terms.
Test Form M -1. Identification of Terms

Test Form M -2. Identification of Terms.

Purpose: This Series of tests on meanings and interpretations is concerned with an understanding of some of the familiar terms which we use; religion, temptation, sin, repentance, forgiveness of sin. Form L: Church Terms, attempts to find out what connotation church, baptism, Confirmation, and Holy Communion have for children.

Series IV. THE CHURCH AND EVERYDAY LIVING.

Test Form N -1. Church Teachings.
Test Form N -2. Church Teachings.
Test Form O The Church and Industry.
Test Form P -1. Everyday Living.
Test Form P -2. Everyday Living.

Purpose: The tests in this series attempt to find out what connection girls and boys see between Church teaching and the problems of their everyday living. They are asked to check situations in which they think the Church school is most interested in trying to help them, and to indicate those industrial conditions about which they think the Church should do something.

Northwestern University Religious Education Tests:

Published by the Northwestern University, School of Education, Evanston, Ill.

Purpose: To measure information and comprehension. They do not measure conduct.

Age Level: Information Tests, Grades IV - XII.
Comprehension Tests, Grades V - XII.

Time: Not given; depends on age of pupil. Test can be given in ordinary class period.

Price: $2\frac{1}{2}$¢ each; $2.00 per hundred.

Series A - Information Tests.

No.1. Life and Teachings of Jesus.

No. 2. Old Testament Times and Teachings.
No. 3. The Acts and Epistles.

Series B - Comprehension Tests.

No. 4. Life and Teachings of Jesus.
No. 5. Old Testament Times and Teachings.
No. 6. The Acts and Epistles.

Whitley Biblical Knowledge Tests: Prepared by Professor Mary T, Whitley; published by Teachers College, Columbia University, New York, N.Y.

Purpose: These are tests of knowledge rather than of interpretations. They cover the historical narratives, geography, simple literary knowledge including memory of passages often quoted.

Age Level: Children over ten and adults.

Time: Thirty minutes or less for each form.

Price: $6.00 per hundred; specimen set, with Manual, 25¢.

New Testament, Forms A and B.

These are two separate forms, of equal difficulty.

Old Testament, Form A

Occasional Studies (No.2). Published by the Association Press, 347 Madison Avenue, New York, N.Y.

Rating Scales.

Form S - Situations in Life.
Form B - Behavior Frequency Scale.
Form T.- Character Traits.
Form F - Fundamentals of Character.

Purpose: To center the attention of group leaders upon what is happening in the members of their group.

Price: (Per form) $1.00 per set of 25; Manual covering all forms, 50¢.

COURSES OF STUDY ADAPTABLE TO THE

AVERAGE JAPANESE CHURCH SCHOOL

Kindergarten - age 5-6

Best course -RELIGION IN THE KINDERGARTEN by

Bertha M. Rhodes

Teacher's manual $1.25
Large pictures $0.75; small pictures $0.25.
My Sunday Kindergarten - same $0.90 (songs, stories, and pictures)

Constructive Series - University of Chicago Press.

Comment: The stories are connected with the child's experience. It is a good source book for teachers. Suggestions for handwork is also included. The only handicap is the expense.

Alternate course - THE LITTLE CHILD AND THE HEAVENLY FATHER Closely Graded Series for ages 4-5

Comment: This course is generally used in the average church school. It is a good course, not too difficult for the average teacher. The materials are presented artistically. (leaflets, pictures, etc.)

Primary - age 6-9 Grades 1-3

Best Course - Closely Graded Series

Course I - GOD'S FRIENDLY WORLD
- Jeanette E. Perkins
Course II - WORKING WITH THE HEAVENLY FATHER
- Ethel L. Smither
Course III - LEARNING TO LIVE AS GOD'S CHILDREN - M. W. McDonald

Comment: The books are full of suggestions for interesting lessons. While a great deal rests on the teacher, these courses are

usable by the average teacher. More material than can be used is in the courses and it rests with the teacher's discrimenation as to how much might be in her particular group. The title suggests the aim of the first course as one in which a child may grow to learn and appreciate a "friendly" world rather than a hostile one. The series aims to lead the young child in orienting himself to this world. The elements of cooperation and how we must live together. It will attempt to show the child the scope of this universe. In Course III, he is told that there are other countries and children besides his own. I find the courses easily usable in my local church school.

Reading for the Primary Teacher;

Bonser, Edna M.- Child Life and Religious Growth
Abingdon Press New York
Clowes, Amy - Seeking the Beautiful in God's World
Harpers Bros. New York
Carrier, Blanche - How Shall I Learn To Teach Religion? Harpers Bros. New York
Baker, Edna Dean - The Worship of the Little Child
Abingdon Press New York
Blashfield, Clara B. - Training the Primary Children in Worship. AbingdonPress New York
Darr - Children's Prayers as Recorded by Their Mother.
Sweet, Helen F. and Fahs, Sophia L. - Exploring Religion with Eight Year Olds.
Henry Holt and Co. New York
Suter, John W.,Jr. - Creative Teaching.
Macmillan Co. New York.

Junior - age 9-12 Grades 3-6

Closely Graded Series -

HERO STORIES AND BEING HEROIC
by Josephine L. Baldwin

Comment: We find that Juniors around the age of 9-10 are just through having learned something of their surrounding world. In school they have started to learn something of geography.

About this time, hero stories, learning of people, how they lived and learned, interest them very much. As in the other series, much may be left out or used according to the teacher. It is a usable course and interesting for the pupil.
Supplementary: Good stories along the same line. HEROIC LIVES by Albert S. Vail. Beacon Series.

The Abingdon Press -

BOYS AND GIRLS IN OTHER LANDS
by Mary Theodora Whitley 1924

Teacher's Manual $1.00 postage $0.10
Pupil's Manual $0.90 " "

Comment: This book is good for an introduction to the young minds on international study. It may be interesting in studying customs and manners of the other countries. Care must be taken in order that the course does not become mechanical or information centered.

RULES OF THE GAME
by Lambertson 1920

Price $2.00

Comment: This is successful for about grade 6, age 11. It contains stories from the Bible and other hero stories. Its aim is to try to "teach a lesson of human kindness and service and lead him into the practice of doing "good turns". Depending again on the teacher, the suggestion on using this series is in that the material and lessons be presented as a game. To enjoy a game, certain rules must be followed such as fair play, sportmanship, etc. So in sife situations one must follow certain rules.

BUILDING A CHRISTIAN CHARACTER
by Blanche Carrier and Amy Clowes

Harper Bros. New York 1930 $2.00

Comment: This course may be for grades 4 or 5.

This is the first volume of a two year course. The second volume is "Building the Kingdom of God." The course is based on the problems of the pupil relating to Christian conceptions attitudes, choices and habits. In the fourth grade, the study centers about the problems of the individual in his reaction toward the situations and people about him. In the fifth grade, the problems are based on group relationships.
The book includes a complete serial story of Valmar. The only caution is that pupils, if they could get access to the book, would read the story through for the narrative and not for any meaning in the content.

Intermediate - age 13-16 Grade - Junior High School

Beacon Press -

FROM DESERT TO TEMPLE
by Eleanor W. Whitman 1923

Teachers Manual $1.35
Pupils " $1.25

The Abingdon Press -

HEBREW LIFE AND TIMES
by Harold B. Hunting 1921

Teacher's and Pupil's Manual $1.00 each

Comment: This course is suggested because it takes the Bible in chronological order, is useful in clarifying the various stories heard in earlier childhood and pulls the strings together. It also contains good Biblical information.

THE KINGDOM OF LOVE
by Blanche Carrier

Geo. H. Doran Co. New York 1927 $2.00

Comment: The aim of the course is to help the pupil see Jesus and thru Jesus to see God. The course has been used in week-day church schools of Dayton Ohio. An interesting and modern treatment of the life and teachings

of Jesus and contains many good suggestions for teachers.

PROJECT LESSONS ON THE GOSPEL OF MARK
by Nellie C.K. Wadhams

The Century Co. New York 1925

Comment: This course is intended for Junior High, seventh grade pupils about 12 years of age. Its aim is "to lead the pupils to form the habit of helpfulness to others, through the motive of love for Jesus and loyalty to the cause for which He gave His Life". The suggestions to teacher for a well rounded program of activities are excellent. It may be too difficult for a teacher with limited time or one who is inexperienced.

Senior - age 16 - 18 Grade Senior High School

Content Courses:

University of Chicago Press -

LIFE OF CHRIST
by Isaac Bronson Burgess 1908 $2.00

Comment: This book is adapted from the Life of Christ by Burton and Mathews. This presents an analytical study of the gospels and the life of Christ as told in the Bible, It is complete, it may be difficult for the average teacher, as it requires much study and preparation.

Supplementary reading - BY AN UNKNOWN DISCIPLE Harper Bros. $1.25

OUR CHURCH
by John Leslie Lobingier 1927

Teacher's manual and Pupil's text $0.75 each

Comment: This study is non-sectarian, and tries to show the possibilities of the Christian's life in the Church. The teachers manual suggests methods of class proceedure.

The Abingdon Press -

CHRISTIANITY AT WORK -
by John Verteeg $1.55

Comment: This is a course in Church History, The application of Christian principles in the modern world, and the Church's work today.

Supplementary Reading:
SPREAD OF CHRISTIANITY by Hutchinson 1923
(History of Missionary Work)
SHORT HISTORY OF CHRISTIANITY IN THE APOSTOLIC AGE by George Gilbert
Constructive Series.

THE BIBLE - Story and Content
by Calvin Weiss Laufer 1924 $1.25

Comment: In my estimation, this course is excellent. It is a clear, concise study that may prove enlightening and valuable for the Senior High student. Illustrations are helpful with pictures of old papyri, Bible, Hammurabi's code, etc. It presents a modern point of view of the Bible. Part I deals with the origin; Part II, Content; and Part III, various translations of the Bible.

Supplementary Reading:
STORY OF OUR BIBLE -by Hunting
OUR BIBLE - Christian Nurture Series
THE HEBREW PROPHETS, OR PATRIOTS AND LEADERS OF ISRAEL by Georgia L. Chamberlin
University of Chicago Press $2.00

For the teacher:
YOUTH AND THE BIBLE
by Muriel Streibert Macmillan Co.

Project Courses:

Methodist Book Concern -

Program units - ADVENTURES IN CHRISTIAN LIVING

Pamphlets 15¢ for single copies; two for 25¢.

LEARNING HOW TO LIVE IN THE COUNTRY
(estimated time required, four weeks)
LEARNING HOW TO LIVE IN THE CITY
(four weeks)
THE MEANING OF JESUS FOR MY LIFE
(seven weeks)
PROHIBITION
(six weeks)
COMMUNION
(three weeks)
WAR
(six weeks)
LIFE WORK
(four weeks)
CHURCH ATTENDANCE
(Four weeks)
WHAT DOES IT MEAN TO BE A CHRISTIAN?
(seven weeks)
HOW CAN I SHARE MY BEST?

HOW TO CONDUCT A BUSINESS MEETING

ADVERTISING

UNDERSTANDING RURAL LIFE

CO-OPERATIVE ENTERPRISES

WORSHIP

CONFLICTING STANDARDS

MIRACLES

UNDERSTANDING THE BIBLE

TOLERANCE AND FAIRMINDEDNESS

Young People's Class - Senior High School and Over

University of Chicago Press - YOUNG PEOPLE'S PROJECTS

by Erwin L. Shaver each $0.25

Usable Pamphlets -

A CHRISTIAN'S LIFE WORK.
It is a study of vocations and discussions

of life purposes. Very worthwhile.

CHRISTIANIZING OUR COMMUNITY
A survey of the community. Class time may be used for reports.

A CHRISTIAN'S ATTITUDE TOWARD THE PRESS

THE OTHER FELLOW'S RELIGION
Extensive material needs to be covered. It is a study of comparative religions. Along in the same line. SYMPATHY OF RELIGIONS - Beacon Series. ATTITUDES TOWARDS OTHER FAITHS -Fleming Association Press.

Sex Education - Bibliography

SEX AND YOUTH
by Sherwood Eddy

Doubleday, Doran & Co. 1929 $2.00

SEX LIFE OF YOUTH
by Grace L. Elliot and Harry Bone

Association Press New York 1929 Cloth $1.50 Paper, $0.75

MARRIAGE AND MODERN YOUTH
by Henry Neumann

Appleton Co. New York 1928 $1.50

LARRY - THOUGHTS OF YOUTH
Foster, Larrimore

Association Press New York 1931 $1.25

Missionary Education

The interest in missions will be centered for the coming year 1934 - 1935 on Japan and the Orientals in the United States. The following is a list of materials that will appear during the spring 1934.

All publications are obtainable from the Friendship Press, Missionary Educati on Movement, 150 Fifth Avenue, New York, N.Y.

Adult Class

ORIENTALS IN AMERICAN LIFE
by Albert W. Palmer

SUZUKI LOOKS AT JAPAN
by W. C. Lamott

JAPANESE WOMEN SPEAK
by Michi Kawai and Ochimi Kubushiro

Young People's Groups

OUT OF THE FAR EAST
by Allan A. Hunter

TYPHOON DAYS IN JAPAN
by Robert S. and Evelyn M. Spencer

Junior High School Age

GOLD MOUNTAIN
by Philip F. Payne

JAPAN AND HER PEOPLE
by Ethel M. Hughes

Junior Course

JAPANESE HERE AND THERE
by Margaret E. Forsyth and Ursul Moran

Primary Courses

ORIENTAL FRIENDS IN THE UNITED STATES
by Katherine S. Adams

KEN CHAN AND THE CRAB
by Berthae H. Converse (1927)

Supplementary Material:

I. Reading Books:

1. CHRIST AND JAPAN by T. Kagawa

2. HOME MISSIONS - TODAY AND TOMORROW
   by H. N. Morse

3. WORLD TIDES IN THE FAR EAST
   by Basil Mathews

4. FRIENDS IN NIPPON
   by Dorothy F. McConnell (for Juniors)

5. RAINBOW BRIDGE by Florence C. Means

II. Maps

1. Picture Map of the United States with insert sheet on Orientals in the United States. Fifty cents

2. Picture Map of Japan
   30" x 50" with insert sheet 50¢.

3. Wall Map of Japan
   36" x 46" 60¢

4. Outline Map of Japan.
   Large, 25¢; small, 25¢ a dozen.

III. Picture Sheets

Many are available at twenty-five cents each including "Boys and Girls of Japan" and "Orientals in the United States".

IV. Question Sheets and Check Tests.

"What do <u>You</u> Think About Orientals in the United States?" and "What Do <u>You</u> Think About Japan?" For six sessions; designed to stimulate participation in group discussion. For Young People or adults. Ten cents each, sixty cents a dozen.

V. Paper Dolls:

Japan or China; or Friendship Cutouts.

25¢ a sheet. For children.

Cradle Roll Education

With the increasing number of young mothers who are able to understand and read the English language better than their parents, the cradle roll department again is in a functioning position. With this thought in mind, the following is brief bibliography of the leading books in this field.

*THE MOTHER-TEACHER OF RELIGION - by Anna F. Betts
Abingdon Press New York 1922 $1.50

CHILD LIFE AND RELIGION - by Ilse Forest
Harper Bros. New York 1930 $1.50

THE CHILD'S APPROACH TO RELIGION - by H.W. Fox
Harper Bros. New York 1930 $1.00

THE DAWN OF RELIGION IN THE MIND OF THE CHILD - by E. R. Mumford Longman's Co. New York 1922 $1.75

STUDY OF BABYHOOD - M. S. Haviland
Westminster Press Philadelphia,Pa. 1927 $0.90

*This book is specially recommended. It is simple, understandable to the average mother. It is clear, written in an interesting way. Advice and discussion as to when to introduce religion in the child's life, the problems of the child, laying foundation, prayers

for children, etc., are well treated in this volumne. It is highly recommended for study and use.

Periodicals

THE ELEMENTARY MAGAZINE. THE CHURCH SCHOOL JOURNAL Methodist Book Concern $1.00 a year

FINDINGS IN RELIGIOUS EDUCATION. The National Council Department of Religious Education, 281 Fourth Avenue, New York, N.Y. 50¢ a year.

THE INTERNATIONAL JOURNAL OF RELIGIOUS EDUCATION The International Council of Religious Education, 203 North Wabash Avenue, Chicago, Illinois $1.50

THE PILGRIM ELEMENTARY TEACHER. The Pilgrim Press 14 Beacon Street, Boston, Mass. $1.00 a year.

PROGRESSIVE EDUCATION. Progressive Education Association, Washington, D.C. 50¢ a copy.

How To Prepare a Lesson

There are fundamentally three things to know before one may be able to teach. First, a general knowledge of life, experiences to share with the pupils, know something about the Bible and information about the subject to be taught. Secondly, know how to teach. It is important to know how to pass knowledge on to the pupil. Lastly, but not least, know the pupil. Keep in mind that goodness is developed from within the child, not what one may try to

pour into him. The child is the most important, not the subject.

How am I going to learn every thing first? It is not necessary. One may, fortunately, learn as one teaches. One has to be alert, observe things that are happening every day, be interested, read often as much as possible. It must be kept in mind that our Sunday school lessons are not compartment. The author usually has in mind the whole year's work in writing the units of study. It may be noted that often the untrained teacher and the volunteer, do not know the general topic of their course and on inquiry, fail to know just what is being studied or taught. Such aimlessness is inexcusable.

When should the lesson be prepared? When is the ideal time? One instructor suggested two times during the week. First, right after the lesson. Second period at the end of the week. One ought to have the materials and tools one needs and the place for preparation. A teacher's notebook is a handy thing to have. In it, may be kept a record of each pupil for the whole year, a notation of difficulties the pupils may have, any notes that may be of help to the next teacher in dealing with the pupil. It also, serves as a check on the teaching and on whether the teacher herself is really doing something constructive for the pupil. In order to know the pupils, knowledge must

include something in the home life, where the pupils come from. It often necessitates visitation on the part of the teacher.

Firstly, then, right after a lesson has been taught, the teacher will sit at her desk, her notebook and lesson quarterly and plans before her. A notation may be made of just what happened on that Sunday, more or less, in diary form. Any problem of the individual pupil or anything of interest that occured. It is advisable to make these notes on the Sunday of the lesson as the events are still fresh in the mind, our observations for the week will be directed toward some experience that may be brought to the pupil. Also, some interesting occurances or stories of current interest that may be brought up for discussion or narration.

In the second period at the end of the week which will mean either on a Friday or Saturday, make a rapid survey of the previous Sunday's notes and choose the parts that are usable and bring back to the mind of the pupil some trend of thought where the time cut short. Often the quarterlies have too much material, in such cases a wise choice as to how much to take up is with the teacher. A teaching plan may be drawn up as to what steps to follow and the time allowed for those various steps. This will mean that the teacher must have some definite objective. What is it she is going to accomplish or impress on the minds of the pupil?

The teaching plan varies with the group she is teaching but the steps might be as follows; (1) report on the last session, a review, (2) statement of the problem for today, (3) presentation of new facts including reports on homework, story telling, reading or discussion, (4)work on projects of the class or individual, as, notebooks, posters, etc. (5) plans for next steps. No division of time is possible for kindergarten and younger groups, but some method of proceedure must be in the teacher's mind to work toward. Telling stories needs preparation as one must practice reading them and telling them. Preparation is absolutely necessary for any Sunday school teacher. As it may be seen, it does not require any additional time if carefully planned. Under this plan the preparation time is only about one hour and a half to two hours a week.

With this general advice on method of preparation, this course of study is submitted for the average Japanese church school. The study books of the major denominations and the most important courses of study were examined before selecting this list.

READING FOR THE LEADER AND TEACHER:

Shaver, Erwin L. - PROGRAMS FOR TEACHER'S MEETINGS
Pilgrim Press Boston Mass. 1928 $0.50
Shaver, Erwin L. - SHALL LAYMEN TEACH RELIGION?
Harper Bros. New York 1931 $1.50
Carrier, Blanche - HOW SHALL I LEARN TO TEACH RELIGION?
Harper Bros. New York 1930 $1.50
Danielson, F.W. and-Perkins, J.E. -TEACHING WITHOUT TEXTBOOKS -Pilgrim Press Boston Mass. $2.00

Keeping Useful Records

Every good workman must have tools to work with. Among the tools which a good church school should use, are the records of individual, group and group activities. These records must be carefully kept for intelligent use in evaluating the work being done. The International Council of Religious Education publishes a set of various cards. The International System of Church School Records and Reports, 203 North Wabash Avenue, Chicago, Illinois. Among those which will prove of value are:

Leaders Registration and Permanent Record Blanks, Form 3BL or a more complex form, 3AL; (size 8x 5 inches, 15¢ per dozen).

Pupils Permanent Record, Form 8 A; (size 8"x5"; $1.00 per hundred). A cumulative record, published by the Association Press for use in the Y.M.C.A. Sample copy, 10¢ (size, 11x9½ inches)

Registration and Permanent Record Blank, Form 2B, (card 6"x4"; color for girls and boys; 50¢ per hundred)

Enrollment Record, Form A; (card 6"x4"; 50¢ per hundred)

Leader's Record of Individual Pupil; (Loose-leaf sheet, 5"x 8"; 10¢ for set of 10)

Secretary's Report; Form 10A; Summary Statistical Report, (Paper, 8½" x 11"; 2¢ each)

Music

Music as a verbal form of expression, is another tradition in the program of the Church. From earliest times, music has had its place in the ritual and forms of worship. All liturgy, all of the forms growing out of it, are dependent upon a background of choral music, the music of many voices. There is increasing growth of choruses and glee clubs, in the schools, colleges and churches. We hear beautiful sacred music on the radio and phonograph. The best comes into our homes, gradually raising the standard and ideals of church music.

Music in the Japanese Churches is yet in the early stage of development. The fundamentals of vocal production differ, and the type of music to which the older people are accustomed is so different that too much cannot be expected. However, in localities, with the assistance of good choir leaders, many notable contributions to services of worship has been made. Here again, arises the language difficulty. It is difficult to train young people to join or take part in the adult choir. With the young people, lies the responsibility of the continuance of the church choir. Trained in American schools, and with American teachers, vocal production in the manner of the European school, these young people are now in the position to develop the appreciation of the beautiful music

thathas come down through the Western church. Young people like to sing and the organizations, if it has any existence should aim to do what the individuals enjoy doing.

Firstly, then, come the matter of hymns and hymnals for the Church School. Every Sunday they are in constant use. The type of hymns play an important part in the worship spirit of the congregation. For Primary and Junior Departments anadmirable hymnal is "Songs for Little People" by Miss F.W. Danielson and Miss Grace W. Conant at $1.25. Great care must be taken in choosing suitable hymns especially for children. It strikes us as ridiculousto hear youngsters sing the song "I was sinking deep in sin, far from the peaceful shore" with no though beyond the easy lilting tune. The old-time revival, gospel hymns are decreasing in use and a more meaningful type of hymn and hymn singing is taking their place. One has to be educated to appreciate good music. There is no more fitting place for good music as in a children's service of worship. For the older children and even young people's department, the best hymnal is H. Augustine Smith's "New Hymnal For American Youth".

This list of Choir Music is taken from a suggested list in the bulletin published by the Department of Music, Northwestern University.

Children's Choir

Two Part (or Unison)

Brightly Gleams Our Banner.....Clough Leighter

How Lovely Are the Messengers.....Mendelssohn

Glorious Forever.....Rachmaninoff

The Good Shepherd.....Barrie

I Waited for the Lord.....Mendelssohn

Lift Up Your Heads.....Lynes

Jesus, Thou Dear Babe Divine.....arr. by Dickinson

O Rest in the Lord.....Mendelssohn

Aeolian Collection of Anthems.....Lutkin

(For two parts, Soprano and Alto)

Intermediate Choir

(Two,three and four Part)

Peace I Leave With You.....Roberts

Aeolian Collection of Anthems.....Lutkin

(For Soprano, Alto and Baritone)

Sweet is The Mercy,Lord.....Barnby

Agnus Dei (Lamb of God).....Bizet

Lift Thine Eyes.....Mendelssohn

He in Tears That Soweth.....Hiller

List the Cherubic Host.....Gaul

O Lord Most Holy (Panis Angelicus).....Franck

Crucifix.....Faure

Children's and Intermediate Choirs with Adult Choir

Festa Dies (Welcome Happy Morning).....Bartlett

Lovely Appear.....Gounod

Jubilate Amen.....Bruck

Jesu, Priceless Treasure.....Roberts

Liberty Proclaimed.....Coerne

I Waited for the Lord.....Mendelssohn

Young People's Choir

(mixed voices)

How Lovely are the Messengers.....Mendelssohn

Ave Verum.(Jesus Word of God Incarnate).....Mozart

" " (" " " " ").....Gounod

" " (" " " " ").....Elgar

Through the Dark the Dreamers Came.....Daniels

Goin' Home.....arr. by Fisher

Now let Every Tongue Adore.....Bach

He That Maketh the Seven Stars.....Rogers

The Lord Brings Back His Own.....Galbraith

Ho, Everyone that Thirsteth.....Macfarlane

O Saviour of the World.....Goss

Springs in the Desert.....Jennings

Fling Wide the Gates.....Gounod

Were You There When They Crucified?-arr. by Burleigh

The Lord is My Light.....Parker

The One Hundred and Fiftieth Psalm.....Franck

Adult Choir

(A Cappella)

Beautiful Saviour.....arr. by Christiansen

God So Loved the World.....Gaul

Jesus the Very Thought of Thee.....Rheinberger

Listen to the Lambs.....Dett

Fierce Was the Wild Billow.....Noble

Souls of the Righteous.....Noble

God Is a Spirit.....Bennett

O Gladsome Light.....Sullivan

O Bone Jesu.....Palestrina

Adoremus Te.....Palestrina

Jesus, Friend of Sinners.....Grieg

Christmas Day.....Holst

Judge Me, O God.....Mendelssohn

Lo. How a Rose Is Blooming.....Praetorius

Russian (A Cappella)

Russian Easter Priest's Blessing.....Kopolyoff

Alleluia, Christ is Risen.....Kopolyoff

Cherubic Hymn.....Bortniansky

Cherubic Hymn in D.....Gretchaninoff

Hymn of Praise.....Tchaikowsky

Bless the Lord, O My Soul.....Ippolitoff-Ivanoff

General Anthems (Difficult)

How Lovely Is Thy Dwelling Place.....Brahms

Blessed He, Who from Earth's.....Franck

By the Waters of Babylon.....James or
Coleridge Taylor

Benedictus Es Dominie.....James

O Brightness of the immortal Father's Face.Lutkin

Who Can Comprehend Thee.....Lutkin

The Shepherd.....Lutkin

Praise to the Lord, the Almighty..arr,by Christiansen

Hallelujah Chorus.....Beethoven

Turn Back, O Man.....Holst

Here Yet Awhile.....Bach

Lord of the WorldIs Above.....Beach

CHAPTER VIII

The Young People's unit is recognized as having a vital and important part in the Church's program. Leadership training and training the future members of the church should be done in the young people's department.

The Japanese churches have been slow to organize a church with English services and the young people do not attend the adult services which are held in Japanese. Ultimately, it is hoped that we will have second generation trained religious directors and pastors in our churches. It will not be long before a church organization will be necessary. This will grow out of the fact that the Epworth Leagues will gradually be realized as inadequate to take the place of a church worship. The Young People will need a dignified, devotional service of worship. This chapter, however, is dealing with the immediate needs. Its main ofject will be to present a list of available materials for the Youth program in addition to the list in the previous chapter. This list is taken from the book "Young People's Method in the Church" by Percy R. Hayward and Roy A. Burkhart.

MATERIALS FOR DISCOVERING INTEREST AND NEEDS

Character Growth Tests For Young Men. New York: Association Press, Pamphlet.

These tests are under five titles and may be ordered

separately or as a group, Each test comes in two forms, "A" and "B".

1. Immediate Life Situations
2. Christian World Citizenship
3. Religious Concepts
4. Group Relationships

A Collection of Instruments Used in Locating Interests and Needs and Informal Tests of Progress; available from the International Council of Religious Education. Mimeographed.

Personal Guidance of Youth in Religious Education. by Otto Mayer, International Council of Religious Education, Chicago . Mimeographed

Life Experiences and the New Curriculum. A Guide to Objective observation, Research Service Bulletin, No. 6. Chicago: International Council of Religious Education. Revised.

> Designed to be a simple guide for those who wish to study the religious life of growing persons through direct observation of first-hand experiences, and to assist in the direction, reconstruction, and enrichment of these experiences.

Reports from Youth. Chicago: International Council of Religious Education.

> A two page folder for reports from young people on their problem situations.

Interests of Young Men. by David E. Sonquist New York Association Press, 1931

A thoroughgoing demonstration of methods of diagnosing the interests and needs of the member in order to guide him in his association experience.

Member's Interest Finder by David E. Sonquist New York Association Press.

An instrument for ascertaining interests to be used in the building of activities programs for groups within the membership.

GENERAL MATERIALS TO HELP IN PROGRAM BUILDING

An Outline of the Organization for Christian Education for Young People in the Local Church. Dayton Ohio United Brethren in Christ. Mimeographed Pamphlet

The Successful Young People's Society by C.A. Miller Harper Bros. New York.

The Christian Quest Materials. Chicago: International Council of Religious Education.

I. Basic Materials for Leaders

What to do in using these materials (an introductory pamphlet)
1. Qualities of an Effective Leader.

2. How a Leader Proceeds with a Group

3. How to Study Individual Growth.

4. How a Leader Uses Organization.

5. Program Suggestions for Group Leaders.

II.Resource Materials for Leaders.

6. Youth at Worship.

7. Youth and Recreation.

8. Youth and Dramatics.

9. Youth in Camp.

10. Youth and Story Telling.

11. Book Friends of Youth.

12. Youth and Debating.

13. Youth in Co-operation (Co-operative Young People's work).

14. The Mother and Daughter Observance.

15. The Father and Son Observance.

III. Other Materials.

Loose Leaf Cover Binder. To hold above materials which are punched to fit.

My Chart of Individual Growth. For pupil's chart and record of progress.

"My Task" For recording progress of pupils.

Manuals for Young People's Work. Board of Education, Methodist Episcopal Church Chicago

Adventures in Christian Leadership.

Manual giving procedure for local groups dealing with objectives, kind of program , planning program, etc.

Adventures in the Devotional Life.

A guide to the planningof meetings and building

programs in the Epworth League and Church School.

Adventures in World Friendship.

A guide to Missionary education through Church school and the Epworth League.

Adventures in Building a Better World.

A guide to Christian social thinking and action in Church Schools and the Epworth League.

Adventures in Recreation.

A guide to Christian use of leisure through Church School and Epworth League.

Handbook for Leaders of Young People in the Local Church.

A manual dealing with the place of the leader in the Christian education of young people.

How to Organize.

A guide for the organization of Church School, Epworth League and other groups in the Methodist Episcopal Church.

Guide to Program Resources.

Issued each year. A fairly complete list of Methodist Materials available for young people's groups.

Our Intermediate Meetings-- Free

Ways in which an Intermediate group can plan its program.

Practical Helps for Alert Fourths.

Plans and programs for eighteen parties.

To Leaders of Methodist Youth.

To pastors and leaders of young people interpreting the Methodist youth program.

How to Improve a Young People's Program. by Harry T. Stock

Pilgrim Press 1929

A collection of brief, practical suggestions to be studied by the executive committee of the Young People's Department or society. Discusses aims, building a program, worship, missions and organization.

A Year's Program for Young People by Harry T. Stock

Pilgrim Press 1926

A collection of plans, activities, and projects for young people's groups. Suggested organization plans, worship material, service activities, discussion studies and resulting projects, and other character-building material.

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Religious Education - General

THE CHILD'S APPROACH TO RELIGION by H.W. Fox
Harper Bros. New York, N.Y. 1929 $1.00

EDUCATION FOR A CHANGING CIVILIZATION by W.H. Kilpatrick Macmillan Co. New York, N.Y. 1926 $1.00

RELIGIOUS EDUCATION by T.G. Soares.
University of Chicago Press Chicago, Illinois
1928 $2.50

CHARACTER THROUGH CREATIVE EXPERIENCE by W.C. Bower
University of Chicago Press Chicago, Illinois
1930

SOCIAL THEORY OF RELIGIOUS EDUCATION by George A. Coe
Chas. Scribners Sons. New York, N.Y. 1924 $1.75

STUDIES IN RELIGIOUS EDUCATION edited by Lotz and
Crawford Cokesbury Press Nashville, Tenn. 1931

WHAT IS CHRISTIAN EDUCATION? by George A. Coe
Chas. Scribners Sons New York, N.Y. 1929 $2.50

Church School Curriculum

THE CHILD-CENTERED SCHOOL by O.H. Rugg and A. Shumaker World Book Co. Yonkers, N.Y. 1928 $2.40

CONSTRUCTION OF A JUNIOR CHURCH-SCHOOL CURRUCULA by
Edna L. Acheson Teachers College Columbia Univ.

THE CHURCH SCHOOL COMES TO LIFE by Mildred Hewitt
Macmillan Co. New York, N.Y. 1932 $2.50

THE CURRICULUM OF RELIGIOUS EDUCATION by W.C. Bower Chas. Scribner's Sons New York, N.Y. 1925 $2.25

THE DEVELOPMENT OF A CURRICULUM OF RELIGIOUS EDUCATION by International Council of Religious Education 203 N. Wabash Avenue Chicago Illinois ramphlet, 50¢.

EXPLORING RELIGION WITH EIGHT YEAR OLDS by Helen R. Sweet and Sophia L. Fahs Henry Holt & Co. New York, N.Y. 1930 $2.50

THE CHILD AND THE CURRICULUM by John Dewey University of Chicago Press 1902

Teacher's Reading and Discussion

CASE STUDIES FOR TEACHERS OF RELIGION by Goodwin B. Watson and Gladys H. Watson The Association Press New York, N.Y. 1926 $3.00

CREATIVE TEACHING by John W. Suter, Jr. Macmillan Co. New York, N.Y. 1925 $1.25

HOW SHALL I LEARN TO TEACH RELIGION? by Blanche Carrier Harpers Bros. New York, N.Y. 1930 $1.50

TEACHING FOR CHRISTIAN LIVING by Paul H. Veith The Bethany Press St. Louis, Missouri 1929 $1.50

TEACHING WITHOUT TEXTBOOKS by F.W. Danielson and J.E. Perkins The Pilgrim Press Boston, Mass. 1930 $2.00

TEACHING RELIGION CREATIVELY by A.J.W. Myers
Revell Co. New York, N.Y. 1932

Tests and Measurement

CASE STUDIES OF PRESENT DAY RELIGIOUS TEACHING
by Hugh Hartshorne and Elsa Lotz Yale University
Press New Haven, Conn. 1932 $2.00

EXPERIMENTATION AND MEASUREMENT IN RELIGIOUS EDUCATION
by Goodwin B. Watson Association Press
New York, N. Y. 1927 $3.75

STANDARD FOR DEPARTMENTS OF THE CHURCH SCHOOL
International Council of Religious Education
Chicago, Illinois

Worship

TRAINING JUNIORS IN WORSHIP by Mary Alice Jones
Cokesbury Press, Nashville, Tenn. 1928 $1.00

TRAINING JUNIORS IN WORSHIP by Josephine Baldwin
Abingdon Press New York

TRAINING THE PRIMARY CHILDREN IN WORSHIP by Clara
B.Blashfield Abingdon Press New York

TRAINING THE YOUNG PEOPLE IN WORSHIP
Pilgrim Press Boston, Mass.

MANUAL OF TRAINING IN WORSHIP by H. Hartshorne
Charles Scribner's Sons. New York, N.Y.

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